

APPENDIX E¹:

Demonstration of Sufficient Progress

¹ Excerpted from the Academic Performance Framework and Guidance, Appendix E.

Demonstration of Sufficient Progress

A Demonstration of Sufficient Progress is a report on the implementation and success of a school's improvement plan. Demonstrations of Sufficient Progress are assigned only to Charter Holders who do not meet the Board's academic performance standards and must demonstrate that they are successfully improving the academic performance of schools they operate and making sufficient progress toward meeting the Board's Academic Performance Expectations.

In its determination of whether a Charter Holder demonstrates that it is making sufficient progress toward meeting the Board's academic performance expectations through the Demonstration of Sufficient Progress report process, the Board will consider the evidence and effectiveness of the Charter Holder's current and previous efforts to improve academic performance. The Board will also consider the charter school's current and prior Overall Ratings as well as the change in points awarded for individual measures within the academic framework from year to year.

The Board's evaluation focuses on five areas: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, which are essential elements for improving a school's academic performance. Specifically, the Board looks for evidence that the Charter Holder has effectively improved the school's academic performance through **data** driven decision making, utilizing—among other data—**assessments** of student academic performance, to ensure the school has effective **curriculum** and **instruction** and to develop the quality of instruction through effective **professional development**.

The Board has created a Template to guide Charter Holders in reporting on their current and previous efforts to improve academic performance, with a focus on these essential elements, and the success of these efforts. A Charter Holder assigned a Demonstration of Sufficient Progress report must complete the Demonstration of Sufficient Progress Report Template according to the Demonstration of Sufficient Progress Instructions and within the timeline provided when the assignment is made. The Demonstration of Sufficient Progress Template and the instructions for its completion are both available on the Board's website. A Charter Holder assigned a Demonstration of Sufficient Progress report may also be required to complete a desk audit or a site visit, in accordance with Board policies.

The evaluation rubric, that follows, identifies the criteria that will be used to evaluate a Charter Holder's Demonstration of Sufficient Progress report. A Charter Holder's failure to address all pertinent elements in its Demonstration of Sufficient Progress report will be considered by the Board in making its determination. The Board may refuse to accept additional information.

Evaluation Criteria for Demonstration of Sufficient Progress

The following criteria will be used to evaluate a Demonstration of Sufficient Progress report submitted by a Charter Holder to demonstrate sufficient progress toward the Board's academic performance expectations. All responses must document implementation of an improvement plan that addresses all elements identified in the criteria below and evidence of success in improving pupil achievement at the school wide level as compared to prior years.

All Charter Holders must address the following areas in their Demonstration of Sufficient Progress: Data Curriculum, Assessment, Monitoring Instruction, and Professional Development. Charter Holders who

receive a “Does Not Meet Standard” or “Falls Far Below Standard” for the Graduation Rate Measure must also address the Increasing Graduation Rate area in their Demonstration of Sufficient Progress. Charter Holders who receive a “Does Not Meet Standard” or “Falls Far Below Standard” for the Persistence Measure must also address the Increasing Academic Persistence area in their Demonstration of Sufficient Progress.

DATA

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative <i>improvement</i> year-over-year for at least the two most recent school years.	The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative <i>improvement</i> year-over-year for at least the two most recent school years for some required measures and <i>maintained</i> performance for others.	The Charter Holder has failed to provide data and analysis generated from valid and reliable assessment sources for one or more required measures and/or has provided data that demonstrates comparatively <i>declining</i> academic performance year-over-year for the two most recent school years for one or more of the required measures.

CURRICULUM

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
The Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the following required elements: <ul style="list-style-type: none"> • adopting curriculum; • implementing curriculum; • evaluating curriculum; • revising curriculum; • addressing the curriculum needs of relevant subgroup populations; and • ensuring curriculum is aligned with Arizona’s College and Career Ready Standards. 	The Charter Holder has consistently implemented a limited curriculum approach that addresses some, but not all, of the following required elements: <ul style="list-style-type: none"> • adopting curriculum; • implementing curriculum; • evaluating curriculum; • revising curriculum; • addressing the curriculum needs of relevant subgroup populations; and • ensuring curriculum is aligned with Arizona’s College and Career Ready Standards. 	The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to develop or address school curriculum aligned with Arizona’s College and Career Ready Standards. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

ASSESSMENT

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> • assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments; • addressing the assessment needs of relevant subgroup populations; • analyzing assessment data to evaluate instructional and curricular effectiveness; and • adjusting curriculum and instruction in a timely manner based on assessment results. 	<p>The Charter Holder has consistently implemented a limited assessment approach that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> • assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments; • addressing the assessment needs of relevant subgroup populations; • analyzing assessment data to evaluate instructional and curricular effectiveness; and • adjusting curriculum and instruction in a timely manner based on assessment results. 	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

MONITORING INSTRUCTION

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> • monitoring the integration of Arizona’s College and Career Ready Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of relevant subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration. 	<p>The Charter Holder has consistently implemented a limited instructional monitoring approach that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> • monitoring the integration of Arizona’s College and Career Ready Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of relevant subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration. 	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to monitor and evaluate standards and instructional practices. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

PROFESSIONAL DEVELOPMENT

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> • providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • providing professional development that addresses the needs of relevant subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development. 	<p>The Charter Holder has consistently implemented a limited approach to professional development that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> • Providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • Providing professional development that addresses the needs of relevant subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development. 	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to provide professional development that is aligned with instructional staff learning needs, focuses on areas of high importance, addresses the needs of relevant subgroup populations, and supports high quality implementation; and monitoring follow-up to support and develop implementation of the strategies learned. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

INCREASING GRADUATION RATE

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
<p>The Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the following required elements:</p> <ul style="list-style-type: none"> • individual student plans for academic and career success which are monitored, reviewed and updated annually; and • strategies to address early academic difficulty. 	<p>The Charter Holder has consistently implemented a limited approach to ensure students in grades 9-12 graduate on time that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> • individual student plans for academic and career success which are monitored, reviewed and updated annually; and • strategies to address early academic difficulty. 	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to ensure students in grades 9-12 graduate on time. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

ACADEMIC PERSISTENCE

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Approaches	Falls Far Below
<p>The Charter Holder has consistently implemented a system for keeping students motivated and engaged in school that addresses each of the following required elements:</p> <ul style="list-style-type: none"> • measuring levels of engagement; and • providing timely interventions for students who demonstrate potential for disengagement. 	<p>The Charter Holder has consistently implemented a limited approach for keeping students motivated and engaged in school that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> • measuring levels of engagement; and • providing timely interventions for students who demonstrate potential for disengagement. 	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to keep students motivated and engaged in school. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>